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ABSTRACT

This handbook is divided into three parts: (1) a statement of the philosophy and objectives of the program with aids to the teacher for its proper utilization; (2) a handy reference of child development and educational principles covering areas in which teachers frequently request advice; and (3) a catalog of materials available from the Guidance Department for use with children or as aids to professional growth. Part two deals with both academic and behavioral needs: (1) learning disabilities; (2) underachievement; (3) creativity; (4) intellectual brightness; (5) sex differences in learning; (6) types of behavior problems and suggested teacher responses; (7) conferences; (8) home visits; and (9) test interpretation. The format in this second part consists of definitions, identification tools, suggested activities, etc. References are provided for those who wish to delve more deeply. (TL)

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HANDBOOK for ELEMENTARY SCHOOL GUIDANCE

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CG 006 246

EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

HANDBOOK FOR ELEMENTARY SCHOOL GUIDANCE

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ACKNOWLEDGMENTS

Pilot projects in elementary school guidance in Texas were established under Title V of the National Defense Education Act through the Division of Guidance Services, Texas Education Agency. The projects were to help in such determinations as the acceptance or rejection of elementary school guidance, the rationale for such a program, the roles of each school member involved, and the identification of what constitutes acceptable and meaningful guidance at this level.

Edinburg is proud to have been one of the three districts selected for the project in the beginning year of 1965-66, and to have continued in the program the three years of its existence. It was during this time that material was gathered to help answer some of the questions and concerns expressed by the teachers as being of great importance to them, resulting in the editing of this handbook.

Particular appreciation is expressed to the following persons whose cooperation not only made the pilot project purposeful, but resulted in the editing of this handbook:

The late Thomas S. Pickens, Superintendent, Edinburg C.I.S.D.
Charles Turpin, Director of Guidance, Edinburg C.I.S.D.
Benjamin F. Bland, Principal, Travis Elementary School
Travis L. Cook, Principal, Houston Elementary School
William H. Doyle, Principal, Austin Elementary School
Mrs. Ella Mae Tompkins, Principal, Jefferson Elementary School.

Betty Gueder,
Editor

An Open Letter to the Users of This Handbook

There are probably no more important people outside the home in the lives of young people than teachers. They exert more influence on learning, personalities, and mental health than anyone knows. Most teachers humbly recognize this responsibility and are constantly seeking answers for better ways of helping the children they serve. Because the Guidance Department personnel realize the problems and pressures under which teachers work, they have slanted this handbook toward them.

The handbook is divided into three parts, the first to emphasize the philosophy and objectives of the Edinburg Elementary Guidance program and aid teachers in utilizing the department's services to students' best interests. The second part is designed as a handy reference of child development and educational principles covering areas in which teachers have most frequently requested advice. Hopefully, this section will serve as a periodic check list to "prime the pump" and stimulate further thought, investigation, and classroom innovations. The third part is a catalog of materials available from the Guidance Department for use with children or as an aid to professional growth.

The efforts to create a handbook which could offer vital resource information for those desiring it have turned out this tentative edition. All concerned have met in consultation and approved its present content and form but realize that only as the book is used and evaluated and replanned will it ever come near to reaching the desired goals. Therefore, it is hoped that everyone who reads and uses this handbook will participate in its final version by completing an evaluation form found on the following pages, tearing it out, and returning it to the Guidance Department.

Betty Gueder, editor
Drawer 990
Edinburg, Texas

Evaluation of Handbook

Format

Pleasing? _____ Suitable to content? _____ Allows information to be located easily? _____ Divisions adequate? _____ What other arrangements would have been more valuable to you? _____

_____

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Topics Considered

Adequate coverage? _____

Quality of detail? _____

Amount of detail? _____

Readability? _____

Usability of information? _____

Other topics desirable? _____ If so, please list. _____

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Topics which could have been deleted? _____

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Uses of Handbook

Were you able to put this handbook to use? _____ If so, in what ways?

_____

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Please give suggestions and criticisms. _____

_____

_____

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Our sincere appreciation for your time and effort in this endeavor. We hope the final version of this handbook will eventually prove to be a worthwhile service to students through your use of it.

Please return to:

Director of Guidance
E. C. I. S. D.
Drawer 990
Edinburg, Texas 78539

Submitted by:

Name: _____

Position: _____

Institution: _____

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Part I
Elementary School Guidance

Edinburg Elementary School Guidance

Philosophy on Which the Guidance Program Is Based

Our philosophy of guidance is based on the belief that guidance is for all children, not a troubled few, and that the earlier it can be established as a dynamic factor in the lives of children, the more vital the program. We believe that guidance shares the basic aims of education, developmental in nature even more than preventive or remedial, and is devoted to helping students reach the highest potential of their natural ability through advantageous use of their educational experiences. For this reason, guidance is inextricably based in and through the curriculum of the school as an on-going program rather than a system of services, but also seeking to point up the often-times neglected significance of the relationships of self-concepts and emotional-social factors to both academic achievement and ability to live in any setting. Guidance aims at freeing the individual to become his best self through development in self-study, and through better interpretation of behavior and more cooperative planning on the part of the significant others in his life.

Elementary School Guidance Objectives

1. To establish rapport and cooperative working relationships between counselor, principal, teacher, child, parent, and administrators to involve them creatively in the development of the guidance program.

2. To provide guidance for all children in their developmental needs:

   promote understanding of self and others
   foster development of positive self-concepts
   encourage self-direction and self-responsibility
   help individuals accept and make the most of personal strengths and weaknesses
   aid individuals to face and weigh decisions.

3. To offer counseling services on an individual and group basis to students, and also to parents and teachers as it affects students.

4. To encourage a school atmosphere most conducive to maximum growth to promote staff understanding and use of latest child-development concepts:

   affect of the behavior of others on children
   significance of child behavior
   factors in development of self-concepts and impact on child's reactions to every facet of life
   recognition of psychological impingement of curriculum and curriculum changes
   ways to nourish acceptance and appreciation of individual differences.

5. To coordinate and improve the collection of pupil data and stress the value of better interpretation and use of such data.

6. To help plan, implement, and interpret school wide testing program in order to realize maximum benefits of the facility.

7. To promote curriculum changes or implementation of same to help meet evidenced needs of students.

8. To instigate and carry out research or studies in the local school which will contribute to evaluation and improvement of any phase of child guidance.

9. To promote better communication and interaction between community and school.

Elementary School Guidance Services

Counselor

The counselor contributes to the overall guidance program through:

furnishing leadership for the overall guidance program

coordinating the services of all pupil personnel for children with the child, parents, and community

advising the administration and faculty on guidance issues

assisting teachers with any phase of the guidance program

providing individual and/or group counseling with pupils, teachers, parents

helping with child study and case conferences

helping to implement and provide materials for pre-occupational information

aiding in the planning, administration, and interpretation of the testing program

assisting in the orientation of students - new students, the transition from home to school, from elementary school to Junior High, and from one grade level to the next.

The counselor may be reached through a note placed in the school mailbox in the principal's office, by personal contact at any time, or in the counselor's "office space" in the building. Please feel that no problem is too insignificant to be referred, either from the teacher's or the child's viewpoint. Special decisions or temporary problems of "normal" children are often alleviated much more quickly when the child can have counseling help.

Counselors may administer such tests as the Otis Quick Scoring Ability

Test, the Peabody Picture Vocabulary Test (used as a measure of language knowledge), a diagnostic reading test (such as the Morton Botel), and the Frostig Test of Visual Perception without the use of any special referral form, but requests for psychological testing will require the special referral form available through the principal's office.

Guidance principles stress the importance of students being allowed to contact the counselor when they feel the need. The teacher may make the referral or the child may leave his name and room number on a slip of paper placed in the counselor's school mailbox.

The counselor will consult with teachers during the teacher's conference period or at a teacher-selected time, and will request from each teacher the most convenient time for counseling with students from her room.

The counselor is a service person with only one goal, to help parents, teachers, children, and principals further guidance for all children, always in a non-supervisory, and non-threatening atmosphere.

Teacher

The teacher is the focal person through which ninety per cent of the guidance is imparted to students and his responsibilities include:

listening to students and observing student behavior so individual needs may be adequately met

using depth-understanding of children to guide the child to develop a better self-concept and arouse more enthusiasm for the learning processes

recognizing children's emotional and educational problems before they become serious, working with others to help overcome such deficiencies

listening to the child and his problems and giving him the feeling that someone cares enough to guide him when the need arises

consulting with parents and participating in case conferences

creating a favorable atmosphere in the classroom for learning

utilizing classroom situations as social experiences for developing positive attitudes and traits.

Principal

The principal plays a significantly important part in the guidance program. It is he who sets the atmosphere of the entire school. His role encompasses:

assuming direct leadership in his school

making clear to staff their role and responsibilities

encouraging the use of guidance services

providing class time for group guidance

coordinating guidance planning with other phases of educational planning

promoting in-service education in guidance for entire school staff

affording opportunity for interpretation of the guidance service to the community

providing adequate facilities and materials

overseeing the maintenance of cumulative records and initiating ideas for their improvement.

Others

The school nurse assists in appraising physical fitness of pupils for school work and maintains health records. Counselor and nurse work hand in hand on referrals, especially in problem areas. The visiting teacher is a vital link between home and school and is able to provide a wealth of pertinent information on home and family background. The speech therapist provides help not only with speech difficulties but cooperates in identification and alleviation of connected problems.

When To Refer

Teachers may refer:

any pupil who requests to see the counselor

children with social or emotional problems

new students to the school

children whose parents request counseling

children in families undergoing a traumatic experience such as a death or divorce in family

children with puzzling behavior

the very bright child

the creative child

the child with learning difficulties

children from foster homes

children with one parent or a step-parent

the aggressive child

the withdrawn child

children who are to be the reason for a later case conference

a child with a decision to make

a child who needs a more realistic view of self or environment

children with minor personal problems that interfere with school life.

Requests for teacher centered help may revolve around:

classroom sessions led by counselor to help with a group problem, aid children in learning about themselves and others

using stories, books, or films about children with similar problems to ones faced in classroom

counselor observation of child in classroom to obtain a second view of behavior to use in study and planning

aiding with a case study

assuming leadership of a class through a guidance-oriented topic so that teacher may be freed for more objective observation of student behavior

offering information concerning child development principles or research findings; locating literature on a specific topic of interest to teacher

helping in planning for individual student needs

extending teacher's limited time in working with students who need special help in such ways as building self-concept, evaluating their self efforts more realistically, facing problems, accepting personal weaknesses as well as strengths

broadening world of work concepts and understanding of importance of education in work positions

helping to interpret and use testing data

placement or grouping of children.

Part II
To the Teacher
Understanding the Children We Guide

Development Characteristics and Needs of Children

The 6 year old

General	Tends to go to extremes of behavior
	Going through a period of internal and external transition
	Is excitable, demanding
	Is preoccupied, dawdles
	Likes to help, wants to be "grown-up"
	Is hesitant in relations with others
	Plays with a companion but is a poor group member
	Needs adult supervision
	Has no group loyalty
	Extremely active
	More awkward than at five
	Is easily frustrated by lack of fine motor skills
	Desires to be the "biggest" and the "bestest," first in line - may be boastful
Interests and	May have imaginative playmate
Intellectual	Likes action on television
Skills	Enjoys imaginative play
	Likes books and stories
	Interested in school subjects
	Learns best through action
	Sensitive to opinions of others

Needs sense of security and acceptance regardless of behavior

Gains more from "beforehand" talks than "afterward" reprimand

Needs means of working off frustrations and aggression (modeling clay, punching bags, vigorous activities provide satisfactory outlets)

Wants opportunities to show off what he can do

May require help with group activities

Parents and Teachers Can Help By

Providing frequent changes of pace

Understanding the above characteristics and accepting the child as "immature" in his behavior patterns (If you can't be "immature at this age, when can you be!)

Maintaining adult self-composure and a sense of humor

Giving generous praise, little criticism

Having patience

Avoiding direct clashes of will

Seeing that physical environment is healthful

Racing with him to overcome dawdling

Providing experiences to broaden his growing interests

Planning surprises

Offering behavior controls in form of discussions and practice beforehand of "how to"

Ignoring as much as possible minor misbehaviors and silly actions - having a job to do when company comes can prevent much "show off" behavior

Recognizing "off" days and adjusting demands accordingly

Remembering that "six-year oldness" can seem like trouble to adults who try to measure children by adult standards - they are not "little adults"

Systematically providing ways to help him understand himself and others

The 7 year old

General

Is quieting down with growing attention span

Is a thinker

Is dissatisfied, particularly with self

Is a complainer, tattles, alibis, and blames

Can be a good listener

Lapses into musing moods - preoccupied - may sulk

Highly sensitive to attitudes of others toward him

Is competitive, but a poor loser

Can participate in loosely organized group play

Wants a place in the group

Does not like to be singled out for either praise or blame

Likes secrets with friends

Has strong loyalty of short duration

Likes practicing motor skills

Begins to show sex cleavage

May become an eating problem

Is emotional - fears seatwork and dangers such as dark, bodily injury

Beginning to develop a sense of right and wrong though may take small things not his own

Hates to be interrupted

Interests and Intellectual

Enjoys riddles and jokes

Likes television

Skills

Likes to repeat satisfying experiences

Wants to know about cause and effect relationships

May use "bathroom" language

Pushes self for greater perfection - usually dissatisfied with results - has been called the "eraser age" by Gessell

Is apt to be called a daydreamer

Shows increasing interest in reality

Beginning to have an interest in writing and construction

Enjoys dramatic play - cowboys and Indians favorites

Often needs two chances because he forgets easily

Wants a personal relationship to teacher who is vitally important to him

Teachers and Parents Can Help By

Protecting child from perseveration - he does things to extremes, over and over

Allowing greater independence and responsibility

Giving verbal guidance on which he greatly depends

Giving helps with personality growth which is in an important phase

Offering guidance and understanding in sibling jealousies and worries

Assisting group to include a new member - hard for this age to do

Keeping disapproval to a minimum since child is already overly self-critical

Helping him to be more objective in self-evaluation

Providing opportunities for muscular activities

Setting up regular habits

Seeing that child gets plenty of rest and good food

Giving the child feeling they are "standing by"

Setting examples of behavior to be expected

The 8 year old

General	Is brassy, impressed with own ability
	Is peer oriented
	Is demanding, especially of mother
	May be careless about appearance
	Is sensitive to ridicule or failure
	Is interested in gangs, teams, and own sex
	Likes to take responsibility
	Challenges parents, critical of siblings
	Expects and asks for praise
	May bicker
	Engages in spontaneous grouping - usually short-lived
	Has growing interest in games requiring coordination and small-muscle control
Interests and	Is alert, curious, avid for facts, skeptical
Intellectual	Begins to be interested in past
Skills	Is increasing in sense of humor
	Begins interest in collections
	Has strong sense of justice as he sees it
Teachers and	Seeing that child gets 10 to 12 hours of sleep
Parents	Providing toys that will help develop basic motor skills
Can Help By	Allowing him increased freedom and responsibility, including him in planning

Taking time to talk things over with him

Teaching him good health habits

Providing opportunity for vigorous play

Accepting him as he is

Using his sense of justice to build desirable character traits

Offering systematic guidance in understanding of self and others, providing assistance in better decision making

The 9 year old

General

Is increasing in self-motivation - can make plans on own and carry them out

Is independent, energetic

Has strong peer orientation, may choose friends to outings with family

Has widening interests

Shows variability in mood

Is essentially truthful and honest

Begins secret codes and languages

Expresses contempt for opposite sex

Can accept blame but asks who started it

Uses tools increasingly well

Needs reminders

May have passing curiosity about sex

Interests and Intellectual Skills

Has increasing powers of appraisal

Is acquiring a conscience

Shows interest in varied adult roles

Inventories possessions

	Can relate events well
	Interested in factual material
	Capable of prolonged interest
Teachers and	Giving child opportunities to excel in something
Parents	Providing explanations, opportunities for child to explain
Can Help By	Making allowances for form of humor expressed in noise and giggling
	Being willing to listen, understand
	Seeing that opportunities are available for committee work, dramatic play, clubs, group planning
	Helping him develop habits of tidiness
	Giving praise, attention, encouragement
	Providing for interests in arts and crafts, collections, skills
	Helping him to accept growing individual differences
	Providing mental health instruction regularly

The 10 year old

General	Is casual and relaxed, gaining in poise
	Is congenial, loyal
	Likes privacy
	Enjoys creative companionship with adults
	Finds mother all-important
	Is a hero worshiper
	Considers club membership important
	Admires the skillful, bold, and daring, particularly if boys

	Girls become interested in boys, begin to show secondary sex characteristics
	Is increasingly aware of body
	May show self-consciousness in learning new skills
	Uses selectivity in social relationships
	Has increased strength and resistance to fatigue and disease
	Enjoys participating in community work
Interests and	Uses thought and reasoning
Intellectual	Is interested in other people's ideas
Skills	Can budget time
	Begins to show talents, asserts leadership
Teachers and	Providing guidance - social, emotional as well as educational
Parents	
	Respecting child's increasing maturity
Can Help By	
	Planning with child instead of demanding certain activities or behavior
	Providing for widening social contacts
	Sharing in and helping child pursue his interests
	Setting proper examples of behavior, providing many adult models
	Broadening child's knowledge of the world of work and importance of education to work choices
	Helping child with guidelines for acquiring and spending money

<u>The 11 and 12 year old</u>

General	Is critical of adults, challenges adult's knowledge
	Resents being told what to do

Rebels at routines

Has intense interests in teams

Is quiet around strange adults

Strives for unreasonable independence

May crave period of being alone

Has strong urge to conform to group mores

Shows considerable individual variations

Hero worships adults of his choice (not present)

Interests and Intellectual Skills

Is increasing in ability to use logic

Enjoys jobs

May be much interested in religion

Is highly moral in evaluations

Has developed tool subjects to high level

Is greatly interested in world about him

Teachers and Parents Can Help By

Respecting child's need to be alone at times

Discussing worries and concerns in groups, using all important peer relationships advantageously

Accepting irritation with adults as part of growing independence

Providing contacts with community workers and adult leaders

Providing a consistently warm and understanding atmosphere

Allowing as much self-responsibility as possible but not withholding firm limits when necessary

Planning with him, showing interest in activities

Helping him to achieve

Seeing that places for study are available, quiet, well-lighted, and well-ventilated

Not talking down to him.

In interpreting behavior, we have to be careful to take into consideration the growth pattern of the age group with which we deal, remembering all the while, that each child has variations on the pattern. What may be considered maladjusted behavior for a third or fourth grader may be part of the normal growth pattern for a first grader. We are sometimes amazed at the difference the year from six to seven can make. Of course, these changes shade into each other so imperceptibly that it is almost impossible for those who watch closely to see them happening. We sometimes need to back off to gain a different perspective.

These learning, behaving machines have been wonderfully and fearfully made, and their programming is unalterable either from within or from without. To demand behavior or learning before the timing is right is deliberately to push the defeat button. This is where schools have too often failed their students. Some have been known to ask, "What's the matter with that child?" simply because his pacing did not fit in with the school's scheme of things.

It is for these reasons that a chart of the development characteristics and needs of children has been included in this handbook. No matter how well a teacher feels he knows the age group he teaches, a periodic review of such a resume for the particular age group and those immediately adjacent can give increased vitality to knowledge and planning.

References:

Hawkes and Pease, Behavior and Development from Five to Twelve, New York: Harper & Row, Publishers, 1962.

Children with Special Needs

Academic Needs

General Considerations

There is nothing harder than being out of step with the rest of a family or a classroom. "Wait for me!" becomes the cry of the slow-moving child in a fast-moving situation, and yet the constant need to utter it can make him feel less than adequate. The fast-moving child in a slow-moving group can feel just as thwarted. Why should he be tied to the ground when he has wings on his feet? Individual pace should be respected. An airplane can soar and cover distances impossible for a car, yet it cannot reach certain places a car can reach because of the facilities available in those locations. A tractor on the highway can be an impediment to a fast-moving car, but a car cannot do the work of the tractor when it is in its element. To each belongs its own timing, its own uses, its own value and reward.

With good teaching, the differences become more and more pronounced each year, multiplying the importance of considering the individuality of students. We are inclined to give lip service only for such a need, excusing ourselves by complaints of too much to do already or too many children in the classroom to allow for anything but one ready-made pattern. One-third of the children in our schools become drop-outs, mute testimony to our failure to find a way to teach them.

All children, however, learn faster in rooms where these general considerations are observed:

a teaching session is preceded by a pre-questioning, "get set" period

the classroom climate is relaxed, warm, and accepting

limits are enforced, but kindly so

the teacher views students as enjoyable, interesting, worthy individuals in spite of any behavior to the contrary

questioning is broad, and the teacher welcomes a wide range of responses, and a free exchange of ideas

criticism is low, encouragement high

immediate feedback of right and wrong responses are given

casual approaches to behavior problems are considered - teachers ask "why" and "how did you feel" - offer suggestions for a "better way" of meeting the frustration involved

children enter into the planning of work and activities

interests, developmental levels, and abilities are taken into account and provided for

the physical surroundings are optimal, particularly, healthwise.

The types of academic needs have labels in this handbook only for the sake of making it possible for teachers to find the material they can use. Great caution must be adhered to in placing a label of any kind on a child. Some children have been lost because the wrong label was pinned to them too soon and never changed.

Identification of Children with Learning Disabilities

The child who appears bright, unpredictable, spoiled, lazy, or any one of another dozen such adjectives and who is having difficulty in learning may be a child with learning disabilities. He is not easily identifiable. The differences in the individual cases probably make the only consistent pattern which can be expected. He may be hyperactive or withdrawn, have trouble with peer relationships or be "too good." His responses may be confusing, different from time to time. He leaves the teacher concerned and often frustrated. She remarks that this child certainly appears to be capable, yet she can't find a key to unlock the door of learning for him. Arithmetic, spelling, or reading are the most likely areas to be affected, and children who can't cope with these skills upon which our schools place such high priority are destined to become educational discards unless we learn how to teach them.

They <u>are</u> children who have

high potential,

normal or above intelligence,

motivation (though behavior may not always <u>show</u> it).

They are <u>not</u>

slow learners, lazy,

just cantankerous.

They may have one or many of the following characteristics:

hyperactivity

distractibility

short attention span

inappropriate responses - disorders of thinking

disorganized behavior, impulsiveness

awkwardness - general coordination deficits

perseveration (inappropriate repetition)

perceptual-motor impairments

inability to generalize

disorders of memory

specific learning disabilities

reversals ("b" for "d," etc.)

right-left orientation impairment

poor body image and body concept.

Helping Children with Learning Disabilities

Over three-fourths of the Edinburg children reported to counselors as having learning difficulties in the primary grades have been found to have some form of perception inadequacy. Many of these problems can be cleared in the regular classroom if the teacher cares and knows enough about developmental procedures to apply the techniques now available for this purpose. Since teacher concern is based on a knowledge and awareness of the problem, and prevention and remediation is based on teacher preparation and know-how, this chapter seeks to provide in as concrete form as is advisable, some information and suggested techniques to which she can turn for help. It is hoped that such brief summaries in this challenging area will lead the teacher to seek further understanding in

conferences with resource personnel, through reading, and through such activities as in-service programs.

Screening seeks to identify those children needing extra help in the development of perception abilities, but detection is only the first step, which is mostly wasted unless specific help is made available. Any program for help must be based on the center of the problem, the child's specific educational strengths and weaknesses. It must center around the skill and sensitivity of the teacher, who must also be willing to experiment, to observe, to abandon any procedure which is not paying off. The criteria of the worth of any such methods will be the observable payoff, the success and satisfaction which it provides for a child's learning. Such a program will need to be:

Enriching - full of multi-sensory experiences

Developmental - starting at the child's level of comfortable function and moving sequentially ahead in small steps

Evaluative - it must raise questions rather than attach labels - child's behavior is end product of any instruction and observation is necessary to show modes of working, progress, and interest which in turn need to be considered in choice of methods and materials

Preventive - must start at success level, lessen failures, build up ego (child can learn <u>not</u> to learn or his confusion can become reinforced if special aid is not provided)

Experimental - applies research and child development findings - tries out methods to see which works best for a particular child

Individualized - some more of the same methods offered to other children is not enough (when instruction is not adapted to an individual's needs and is not focused on his confusion and errors, this becomes teacher or school perpetuated disability).

The formation of body image and the ability to use all parts of the body effectively are precursors to learning. Through heightened awareness, integrated perception, and the ability to use his body, the child becomes freed to discover himself and progress toward higher learning. Therefore, a perceptual-motor activities program should become a planned part of the curriculum as an integral part of the daily schedule. The manual for the Frostig Program of Visual Perception Development makes a good basic reference for the teacher to use in the visual-motor training. Because of the insecurity of their world as seen through defective perception, they also need a socialization program to go along with the visual-motor training.

Teachers play a role as counselor as well as teacher. The ability to talk to a child about his limitations and abilities is essential. The curriculum in the classroom is greatly affected by the ability of the teacher to inter-relate with the child. A teacher's "Good to see you, John," "that was a good try," "you're doing that letter better today," are decisive forces toward the extra motivation needed to overcome deficiencies. The teacher's ability to talk to parents and to keep an open line for communication promotes understanding and cooperation. It has been evident to many people that changes do take place because of such communication.

Structure is needed in every phase of classroom work for these children and firmness with kindness and without impatience is the key to it. Some techniques for this structuring have proven to be more successful than others. For example:

give definite, clear instructions, one step at a time

block out with heavy crayon the specific short section of work to be done

use color cueing - green for "go," red for "stop"

cut up material for younger children into smaller units to avoid frustration

separate child from group - screen may help

cut down on distracting stimuli - have child use slotted paper for marker

go close to child when he needs help with self-control

keep the emotional climate calm and definite

give much encouragement and immediate feedback of how work is going

use self-teaching devices such as programmed readers, individual workbook assignments, and taped assignments

have child verbalize instructions to himself as he works

allow him manipulative materials as much as possible to utilize multi-sensory approach
have children identify objects by touch
put hand in paper sack or box to feel object
have the object described verbally
have others learn to <u>reason</u> what object is from clues given

use tape recorder to correlate hearing with seeing as often as possible

stress necessity for keeping busy at task, not in finishing.

The special child requires time to shift from one activity to another, and gains calmness from forewarning of shifts. Recall from time to time of the progress made produces encouragement. Rephrasing of directions tends to be only more confusing; less talk and more doing is the better way. Explanations in the concrete allow understanding since abstractions give trouble.

<u>Do</u> involve the pupil in the learning, both in the process and in the responsibility. For instance, in overcoming reversals, tape a sample copy

of offending letters to his desk and have him match ones on his paper to check for himself. Have him learn to see that his paper is completely on one side of his midline as he works. Make the short, individual sessions with the child teaching sessions instead of testing sessions. And above all move quietly and warmly with this child - he can't be swooped up into the process nor hurried along.

Specific Suggestions

To start a child at success level means to begin with strengths, but the special problems cannot be optimally met without working to remediate the weakness. For the child with a learning disability, his only hope is a method based on his individual learning patterns.

The specific suggestions listed here have been adapted from a paper presented at the National Catholic Education Association Annual Meeting, April 1966, at Kennedy School, Palos, Illinois and prepared by Jeanne McRae McCarthy, Ph.D. It must be remembered, however, that few children will ever have problems in only one area, and that a distortion in one area may affect perception in other areas.

Type of Disability	Observable Classroom Behavior
Visual-Motor Channel Disability (Auditory Learner)	Reversals of b, d, p, q, u, n, when beyond 7 or 8 years old
	Inversion of numbers when writing (17=71), as well as reversals
	Mixed Laterality
	Awkward, frequently tripping over own feet, bumping into things

Musical rhythms	Copy patterns with visual perception blocks, pegboard, etc.
Sequential patterning - tapping, hopping, clapping - shapes, numbers, story events	Visual Symbol and Visual Tracking workbooks (can be either group or individually used)
Use motor tracing for shapes, numerals, etc.	Encourage child to vocalize to himself to accomplish individual tasks (also good way to diagnose error in child's thinking in a problem situation)
	Don't give F's on paperwork - breaks child's spirit

Type of Disability	Observable Classroom Behavior
Auditory-Vocal Channel Disability (Visual Learner)	May have a speech problem
	May sequence sounds or syllables oddly
	May use "small words" incorrectly
	Seems not to listen or understand
	May watch teacher's face intently, trying to lip read
	May seem shy, rarely talks in class
	Responds in one word sentences
	Can follow instructions better after he has been shown rather than told
	Cannot learn rote - memory tasks such as alphabet, number combinations, telephone number, address
	Seems less intelligent than I.Q. tests indicate
	Can "do" many more things than teacher would expect, i.e. fix electrical cords, put puzzles together, etc.

Teaching Techniques

Group	Individual
Look-Say Method	Teach auditory discrimination
Sight words	Teach sound blending
Flash cards	Teach phonics
Configurational Clues	Use exercises to train auditory-vocal channel abilities
Contex Clues	
Act out meanings of words, pantomime actions	Use multi-sensory approaches, let child feel and experience with active learning
Use many visual aids	Give him situations where he can "discover" the solution to problems by manipulation
Allow child success in group through visual activities as in map work, charts, responsibilities involving "doing"	Provide concrete materials
	Exercises in abstract reasoning, classifying
	Programmed materials
	Have him talk as he goes through activities
	Help him appreciate forms of reporting and expression other than oral

Type of Disability	Observable Classroom Behavior
Decoding Process Disability (Does not understand the significance of what is seen and heard)	
Auditory Decoding Disability	Does not understand what he hears
	Poor receptive vocabulary
	Cannot carry out directions
	Cannot identify sounds correctly

Visual Decoding Disability	Does not enjoy pictures or books
	Does not understand what he reads
	Cannot describe what is happening in a picture - May only be able to label objects
	Cannot categorize pictures

Teaching Techniques

Group	Individual
Auditory Decoding Disability	
Use short, one idea phrases	Train listening skills
Ask short questions	Increase vocabulary
Use experience charts in reading	Give increasingly more difficult oral instructions and problems
Give visual clue whenever possible, i.e. gestures, written material, etc.	Write from dictation
	"Simon Says" kind of games
Use visual aids whenever possible	Rebus material from Peabody
Visual Decoding Disability	
Allow child to auditorize whenever possible	Use simple visual aids for practice
	Identify colors, letters, numbers, etc.
Use phonic method of reading	
Check comprehension carefully, giving auditory clues	
Permit child to use records, tape recorder, or other method of auditorizing material to be learned	

Type of Disability	Observable Classroom Behavior
Association Process Disability (Does not manipulate linguistic symbols internally)	

(Does not relate what is seen and heard to what has been stored)

Auditory-Vocal-Association

Low score on Similarities Subtest of WISC

Poor concept formation in verbal responses

Has problems with abstract reasoning

Thinking quite concrete

Will raise his hand but give a foolish answer

Is very slow to respond - Needs time to mull over a question

Does not comprehend directions

Has never enjoyed being read to

Visual-Motor-Association

Cannot handle primary workbook tasks

Concept formation poor on standardized tests

Does not comprehend what he reads

Cannot tell a story from pictures - All he can do is label objects in the picture

Teaching Techniques

Group	Individual
Auditory-Vocal-Association Disability	
Ask one concept questions, eliciting several short answers	Train his ability to find common characteristics
Accept concrete answers	Practice finding differences or similarities
Supplying more abstract for him	Categorize or classify objects
Provide visual cue where possible	Identify incongruities in stories
Give ample time for response	

Give child a written question to think about before answering

Use Continental Press materials given auditorilly

Visual-Motor-Association Disability

Permit him to trace correct responses first

Provide an auditory cue

Train the ability to classify

Sort objects, pictures, by use, shape, size, color

See-quees Story Cards

Incongruities in pictures

Type of Disability	Observable Classroom Behavior
Auditory-Vocal-Automatic Disability (Does not learn automatically from hearing language structure over and over)	Mispronounces words commonly used
	Does not use correct plural endings for such words as mouse, man, etc
	Does not use correct verb endings for past and progressive tenses
	Makes grammatical or syntactical errors which do not reflect those of his parents
	May have related automatic disabilities in concepts of time and space, or in sound blending

Teaching Techniques

Group	Individual
Encourage imitation of teacher's phrases	Choral reading or speaking
	Direct repetition of proper syntax
Provide records to memorize (short poems)	Language Master
Provide visual cues whenever possible	Programmed Reading materials
	Remedial Reading Drills
Check sound blending abilities before pressing phonics	Use incomplete sentences

Work on sight vocabulary

Check visual closure abilities

Type of Disability	Observable Classroom Behavior
Sequencing Disability (Cannot remember sequences of non-meaningful stimuli)	
Auditory-Vocal-Sequencing	Can't remember what he hears
	Doesn't know alphabet by heart
	Can't count
	Can't memorize multiplication tables
	May not be able to memorize First Communion prayers or hymns
	May not know his address, telephone number
	Can't remember instructions
Visual-Motor-Sequencing	May misspell even own name after adequate practice
	Can't write alphabet, numbers, addition and subtraction facts, or multiplication tables

Teaching Techniques

Group	Individual
Auditory-Vocal-Sequencing	
Permit child to use visual cues	Memory training exercises
Have him write as he memorizes	Teach words in series
Use short, one concept sentences	Have child learn simple finger-plays
Use visual aids	Language Master Programs
	Repeat sentences verbatim

Visual-Motor-Sequencing

Permit child to use an auditory cue	See-Quees pictures
Permit him to trace when possible	Copy sequences of beads, blocks, etc.
Use audio-visual aids whenever possible	Reproduce patterns
Flash cards to be traced	Solve mazes
	Join dots to make patterns
	Teach typing

Type of Disability	Observable Classroom Behavior
Encoding Process Disability (Does not express ideas in words or gestures)	
Vocal Encoding	Shy, seldom talks in class
	Responds with one word answers
	May talk a lot, but expresses few ideas
Motor Encoding	Poor motor coordination
	Poor at "Simon Says" when words are omitted
	Has trouble imitating other children in games
	Poor at "Charade"-type games
	Seldom communicates with gestures
	Handwriting, drawing is very poor
	Can't tell if child knows answer from written response

Teaching Techniques

Group	Individual
Vocal Encoding Disability	
Provide opportunity and time for oral responses	Practice speaking in sentences
"Show and Tell" may require much help from teacher	Give definitions
Give visual cue to help child describe events	Discussions
Encourage oral reports, but with use of notes permitted	Ask child to describe motor acts
	Encourage imitation of tutor's speech
Motor Encoding Disability	
	Trace as much as possible
	Encourage child to draw
	Imitate teacher's movements
	Charades
	Teach child to button, zip, tie
	Kephart's exercises (motor coordination)
	Physical education

References:

Hellmuth, Jerome (ed.), Educational Therapy, Volume I. Seattle, Washington: Special Child Publications, 1966.

Hellmuth, Jerome (ed.), Learning Disorders, Volumes I and II. Seattle, Washington: Special Child Publications, 1965.

Low Achievers and Slow Learners

One of the difficult differentiations to make in a classroom setting is between the child who is a slow learner and a low achiever (underachiever).

They have in common:

poor school work
lack of interest in school or anything to do with school.

The best way to determine this is to study the composite picture of the child taking into account his school work, his intelligence test scores, and other data from the classroom setting. Some of the things that will frequently be found when a child is a slow learner are:

speech behavior more typical of a younger age
actions seem immature without reason
interests and/or play characteristics more typical of a younger child
friends seem to be from other than his own age group
motor coordination seems to be more poorly developed.

If the total pattern of behavior suggests a child that is "much younger," his school achievement bears this out, and his mental ability tests substantiate it, then perhaps the child is a slow learner.

A caution which needs to be observed:

be careful not to classify these children as necessarily being slow learners:
children with physical disabilities, notably hearing, sight, coordination
children with inefficient habits of work
non-readers (might be for reasons other than intelligence).

Slow learners are also frequently:

unable to work independently
behind grade level for age

slow in all areas: academic, social, emotional, and physical (though less so than in other areas).

Recommended teaching practices for slow learners:

accept the child as a human being worthy of respect - get his peers to offer acceptance also - find some way for him to succeed

find out as much about the student as possible - determine strengths and weaknesses -
he is still an individual and interests, fears, personality, and abilities can be used in meaningful planning and selection of activities

adjust curriculum to the child - he needs to be able to do most of what is asked of him -
find suitable materials -
success should be judged in terms of the child's potential - age-grade norms are not appropriate

concentrate on major areas -
decide where improvement <u>can</u> be made -
concentrate on one concept at a time - do not overelaborate -
allow for much repetition -
maintain high interest value

teach social and emotional behaviors and attitudes - this point cannot be overemphasized

utilize concrete materials -
relate concepts or principles to something concrete, preferably showing continual relationship to school and home life

methods of instruction should be varied -
same concept presented in many different ways (e.g., field trips, audio-visual, construction, demonstration) -
transfer must be directly shown - cannot be assumed

change teacher, room, or school if child's needs can be more adequately met in this manner

point out progress and help child learn to evaluate progress -
keep a systematic record

keep learnings related to real-life environment and needs - this gives motivation, chance for practice, and success (for instance, reading signs, can labels, recipes is more

valuable to the slow learner than floundering through a book of fantasy).

School behavior of both the slow learner and the underachiever may be quite similar:

unhappy and disinterested
absent from school
poor reader
classroom behavior may be undesirable.

The low achiever or underachiever is the student who should do better than he is.

Some of the things that may indicate underachievement:

higher grades on achievement tests than you expect, and may or may not be equally high on intelligence tests
parents' educational background may be lower than that of achiever
frequently correctly or incorrectly thinks that others do not think much of him and of his ability - so he adopts the evaluation and tries to prove them correct
frequently is a non-conformist or tends in this direction
low grades in school though high grades on achievement tests.

One of the better indexes may be: the nagging feeling that despite all grade evidence to the contrary this kid has something - although you may not be sure what or how to get it.

Causation of underachievement is not known:

probably a constellation of factors in interaction with one another, factors involving the home, school, society, and the child himself.

Recommended ways of working with underachievers:

help child build confidence in his ability
find strengths and weakness - on one or two things at a time, showing pupil improvement if possible, then he can take it on his own
help correct inefficient work habits and study habits
help student discover the way in which he learns best (e.g., reading, listening, etc.)
perhaps counseling or individual help would help the student in terms of his attitude toward himself.

Of major importance is the presence of a sensitive teacher, who is "in tune" with children's feelings and reactions as well as a competent individual in teaching and learning processes.

Reference:

Based on notes supplied by Dr. Betty Bosdell, Associate Professor of Counselor Education, Northern Illinois University.

The Creative Child

As teachers gain more insight into creative behavior, they will be able to redefine many behaviors often labelled as undesirable and to see in them the forerunners of abilities which are highly desirable. One student who had a knack for "apt" remarks which drove his teachers crazy and kept him on a hot retreat to the principal's office later used the talent to become a greatly effective personnel worker in a large business concern and a popular after-dinner speaker.

Characteristics of the creative individual include:

originality
non-conformity
curiosity
flexibility
fluency
independence
imagination
sensitivity
sense of humor
love of the complex.

A creative child is often an underachiever because he dislikes routine and rebels against fill-in-the-blank type of learning activities. He may make an unsatisfactory student unless a teacher can appreciate the child in his differences and allow him a more unstructured way of learning than is provided for other students. He learns best by the discovery method.

Ways to help:

value creativeness - recognize it - reward it

establish a creative teacher-child relationship - a willingness on the part of the teacher to let the child experiment, think individually

allow time for independent learning or let child initiate a project of his own

ask broad questions which value a full range of responses, then teach students how to evaluate these responses for themselves

help student complete research, experiments, bring ideas to fulfillment

give purpose to creative writing

provide experiences which foster sensitivity to environmental stimuli - colors, shapes, sounds, movement, sensations - use all five senses

avoid using examples or giving directions which will inhibit originality of student's product

provide unevaluated practice - mistakes can be noted elsewhere and their correction taught without red-penciling the paper in creative writing exercises

avoid the use of verbal criticism during creative work.

The creative child is even more sensitive than the average child and needs success and acceptance to keep him from retreating to an inner world. Reward his creative efforts, give a hand with his self-control, and help him to see himself as a part of the group, needed, wanted, respected. Accept his need for solitude and introspection, and don't force too much togetherness upon him. There should not be an attempt to make him a well-rounded person. "Creative people are not well-rounded. They have sharp edges," says the California Institute of Personality Assessment and Research.

The Intellectually Bright Child

Dr. Frostig has said, "In general, we plan for the middle 50 per cent of our children, and they fit in fine. We have trouble with the bottom 25 per cent, and the top 25 per cent have trouble with us." It is this top 25 per cent which concerns us now.

The bright child who has had the advantages for developing his mental ability is not hard to identify. He learns rapidly and easily, reasons out problems, recognizes relationships, asks perceptive questions, knows about many things of which other children are unaware. But environmental deprivation can retard or nullify a child's potential, making it difficult to recognize the hidden possibilities. The search for the bright should include:

an objective mental ability test (aware that such a test too is affected by past experiences, that we test only 8 of 120 facets)

considering the non-verbal score for children with reading or language handicaps

a study of personal relationship to child to see if observations are distorted by behavior and discipline problems

a study of other difficulties - personality, illnesses, home environment, study habits

some informal tests and games which check ability to remember items spoken orally or seen, general information, or which call for reasoning ability.

The first requirement in challenging the gifted is a genuine interest and concern, an understanding of their problems, a willingness to put out the extra effort in stimulating them to become involved in projects, and the emotional security to accept matter of factly that such a child may sometimes think faster or find a better way of doing a particular job than his teacher.

Suggestions for activities:

provide a file on interesting things to do, such as puzzles, tricky problems, unusual writing assignments which children can take to their desks to do when work is completed

provide an interest corner in the room where children can explore and discover for themselves (articles might include special resource books, magnets, electrical items, scrapbook essentials, scraps for creative designing, rocks and books about them)

allow opportunities for cooperative work where children have many chances to stimulate and teach each other (an educational technique which should never be underestimated), each pupil in the group could take a different aspect of the topic giving occasion for reference work, interviews in the community, experiments, construction of demonstration models

provide time for total-class projects to grow out of the gifted group's activity; add field trips, group discussions, programs

projects - make scrapbooks on topics of interest, build classroom "museums," make a treasure chest of words, have a bulletin board newspaper, let children make up new games, have a question box, a suggestion box.

Plan with the children, teach them how to locate information, how to report, and evaluate their work. Eliminate unnecessary drill and "busy work"; make the children responsible for learning portions of the regular curriculum in order to "buy" time for enrichment activities.

It is easy to miss opportunities to challenge the gifted; it may even be a threat for teachers bound to a fixed lesson plan, but pupil interest and responsibility can be ridden to new heights of learning. Research studies have shown that the teaching level for all students improves when the teacher makes provisions for the bright child within the classroom.

References:

Kough, Jack and Robert F. DeHaan, Teacher's Guidance Handbooks, Identifying Children with Special Needs, Helping Children with Special Needs. Chicago, Illinois: Science Research Associates, Inc., 1955, 1956.

Sex Differences in Learning

A factor in learning which is often overlooked pertains to differences between the two sexes and the way teachers have been found to relate to them. Both men and women teachers assign higher grades to girls even when boys are achieving at the same level of performance. They teach more directively to all male sections, and act more authoritatively toward boys than to girls. They tend to see boys' behavior as more unsatisfactory than girls' and herein is expected to lie a great portion of the reason for the difference in acceptance and treatment. It is not by accident that the majority of children referred to counselors are boys, that ninety-eight per cent of the cases of speech problems such as stuttering belong to boys, or that the greater portion of reading failures and underachievers are boys.

Boys have been found to perceive teachers as more "directive," while girls perceive them as "relatable." Girls' attitudes toward school is shown as significantly more positive than boys'.

Is the method of teaching and the treatment boys receive to blame for the above findings? In terms of school experiences, research has pointed up the following:

there are differences in skills and knowledge, but not in intellect

there are differences in perception of self and school experiences

teachers do respond differently to boys than to girls

reading materials often appeal to girls' interests more than boys'

boys are taken at a comparably faster rate in the beginning of their school careers based on physical differences in the development rate of those abilities needed for academic success

as schools try to cover more and more content, less attention is placed on appropriate climate for motivation - girls seem more able to "take" this condition than boys

while teachers base most of their teaching on the "predictable," the "familiar," research has pointed out that children respond to the novel, the unfamiliar

both boys and girls, but particularly boys, learn more from a session that is preceded with a warm-up pre-questioning period (the pre-questionnaire, in general, tended to predispose the learner to <u>listen</u> rather than to just <u>hear</u>, to be looking for <u>something</u> instead of just seeing)

boys respond better to tests of concepts and generalizations, yet most teacher-made tests are tests of facts

teachers tend to teach facts more than they plan for analytical thinking skills, thus penalizing boys

girls are much more verbal than boys and teachers place high priority on this ability.

When teachers learn to evaluate their teaching habits and see them objectively for what they are, when they learn to include an assessment of nonintellectual factors along with test results, and when they learn to keep records which are truly useful to them, then learning will improve for boys (and possibly for girls as well!). In connection with record keeping, it is much more helpful to know whether a youngster can divide three place numbers by two place numbers, whether he can identify words, or whether he has or lacks certain kinds of skills than to know whether he made a "C" or a "B" in a particular subject, for who can tell what the grade average really entailed - one teacher's "B" is another teacher's "C," or yet another teacher's "A"!

Counselors stand ready to help in such dilemmas of teaching for those who desire it. There are no easy answers. It takes cooperation and teamwork to make progress slowly, but children will be infinitely richer for the effort.

Behavioral Needs

General Considerations

Maynard Bemis in Classroom Personalities said, "In trying to help a child with a personality problem the most important thing is that you must like him and show him that you like him. There is something to like about every child - the teacher's job is to find it and let the child know he has found it. That's why the world will always need more teachers with an extra, built-in supply of love for every human being."

It is helpful to remember that a child behaves the way he does because of what has happened or is happening to him; he does not just decide to be obnoxious. Try to find out "why." Take time to listen; give him an opportunity to explain his side. Use pupil-teacher conferences or chats aside from classroom discussion. Get to know him - understanding what he is up against always helps.

In dealing with behavior problems which may arise in the classroom, it is wise to follow such general suggestions as:

respect the "feelings" of a child

never reject a child

never criticize nor reprimand a child in front of others

use a positive approach - encourage at all times

keep anecdotal records of significant and specific acts

always have a stimulating classroom environment: books, bulletin boards, centers of interest, tools, equipment, materials

don't make a crisis of everything

keep your voice low, clear, and firm - don't shout or raise your voice to a high pitch

be fair, unemotional, and calm

avoid being placed on the "defensive" - don't argue with children

discuss actions, not personalities

punishment is not always the answer

don't show negative feelings toward a child - always let him know that you like him

don't accuse or threaten - you may have to carry out something which is impossible or impractical

use the principal as a resource person - consult him often - make no major decisions without his guidance, suggestions, and approval

don't make quick diagnoses

request outside resource help - don't "go it alone"

listen more than you talk - you may learn something.

Reference:

Stoops, Emery and others, Classroom Personalities. West Orange, New Jersey: The Economics Press, 1961.

Some Types of Behavior Problems

Bossy Student

Possible Causes	What the Teacher Can Do
May be bossed by older brother or sister, or by too many or by too strict adults.	Confer with parent to help decrease extent to which child is bossed outside of school.

May have been given too much responsibility in caring for younger children in family.	Arrange specific situations in which he may lead or help, but is well supervised so that he may learn how to help as well as to lead. Arrange private talks in terms of wanting to be liked.
May be resentful of favoritism shown toward younger siblings.	Avoid placing him in charge of other children without adequate supervision and help.
May be making an effort to be important by identifying with adults.	Help him to be important through participation in and contribution to peer group activities.

Student Who Degrades, Teases, and Ridicules Others

Possible Causes	What the Teacher Can Do
Is very unsure of himself.	Help him feel more secure in weak areas.
Uses one or two areas of success to enhance his value at expense of others. Has failed in areas where he would like to succeed; i.e., may be poor in sports, magnifies academic skills, shows off, and degrades poor learners.	If poor in sports but degrades people who are not good in academic skills, he needs help to be better in sports; to learn to help those who are poor in his skill and let others help him in areas where he is weak.
Is looking for someone to ridicule who has even less position with the group than he has.	
May be poor in academic skills and consequently the first to call "dumb" a newcomer who has some deficiencies.	

Student with a Chip on His Shoulder

Possible Causes	What the Teacher Can Do
Has had demands made on him which have been more than he could meet.	Confer with parents to help decrease demands to a more

He is probably a disappointment to his family. He cannot afford to be the one at fault.	realistic level. Avoid making parents even more disappointed in him.
Is trying to divert attention from his deficiencies by calling attention to those of others. It gives him satisfaction to put someone else on the spot he has occupied for so long.	Take him "off the spot" at home and at school, and value him for himself and what he can do.
May have someone at home who is inclined to excuse him (and themselves) by blaming others.	Build up his bruised ego so he may feel he is not a failure.
	Help family reach an objective non-blaming appraisal of child's difficulties. Demonstrate that teacher is fair and interested in "their child." Guidance consultation is probably necessary to help parents put total problem in its proper setting.

Student Who Tattles

Possible Causes	What the Teacher Can Do
Has had demands too great and has had to find scapegoat to divert attention from his own deficiencies (same as for chip on shoulder).	Help him get legitimate approval. Never make use of his tattling.
Has to gain approval of an adult as he is probably overcriticized at home.	Realize that he is trying to gain approval by leaguing up with adult against a peer. Help him get teacher's approval through his own actions.
May be jealous of a sibling for whom he feels impelled to make trouble.	

Student Who Is a Poor Loser

Possible Causes	What the Teacher Can Do
May be subjected to unsuccessful competition at home which makes it too important to him to be first. Losing means loss of affection and he can't stand it.	Realize that he is not just a poor sport. Someone has made success and competition too important. Someone is overly critical and won't like him if he isn't first. Guidance consultation may help others to be more realistic in their demands and more content with the child as a person.
More is probably being demanded of him than he can produce.	

May be unfavorably compared with siblings, neighbors, relatives, etc.	
May be valued for his accomplishments rather than for himself.	Stress competition and comparison less, and emphasize personal progress more.

Student Who Brags or Has To Be Impressive

Possible Causes	What the Teacher Can Do
Has been center of attention at home and has lost his position.	Help him build up whatever strengths he may possess.
Is a disappointment to family and must cover weaknesses in some way.	Help him make a real contribution to class.
	Build up his ego legitimately instead of knocking down his false build-ups.
	Like him for himself (sometimes not easy), and value him for what he is, not for his psuedo-accomplishments.

Student Who Talks Compulsively (frequently a girl)

Possible Causes	What the Teacher Can Do
Probably has a feeling of inadequacy in social relationships.	Help the child to find ways of working or playing with other people at joint projects. Emphasize doing rather than verbalizing.
	Avoid arbitrary silencing of child, which only increases his anxiety. Send child on an errand or offer some other means of relieving tension.

Student Who Bullies

Possible Causes	What the Teacher Can Do
May have severe corporal punishment at home.	Confer with parent to see where he is threatened.

May be teased at home or in neighborhood.	Help him to develop skills for more adequate competition.
May be unable to protect self physically with peers.	
May resent younger siblings who are overprotected by family.	
Is afraid to cope with peers.	Help him to succeed with peers.

Student Who Is Negativistic
(beyond what is normal for this period)

Possible Causes	What the Teacher Can Do
Has been overdirected.	Like him, but follow through on essential directions. Omit all unnecessary direction. Capitalize on natural desire to be like others at this age. Direct class and ignore his deviation unless it seriously handicaps work of class.
Has been indulged by some and overdirected by others until he thinks that those who like him let him do as he pleases and those who dislike him make him do as they want.	Give him alternatives.
	Do not give negative attention for deviation. Essential direc ion should be private, firm, and consistent, kept to an irreducible minimum.

Student Who Lies, Is Sneaky

Possible Causes	What the Teacher Can Do
May have had punishment that was overly severe.	Do not argue. Do not try to corner him until he admits truth. Tell him what results are expected. Leave the means up to him.
May be too well supervised, so that only criterion for behavior is not being caught.	
Has been overprotected by one parent against parent who is overstrict.	Get together with both parents on minimum demands.

Student Who Steals

Possible Causes	What the Teacher Can Do
Rarely steals because he needs material possessions or money.	Understand that stealing is a symptom of serious disturbance by older children, and should be dealt with as such. Guidance consultation is definitely indicated.
May be resentful toward a world he feels to be hostile; gets even.	
Feels deprived of affection or relationship. Takes where he can get it.	
May want to gain friends by giving.	
May feel deprived in diet and buy sweets to make up for it.	

Student Who Is Lazy

Possible Causes	What the Teacher Can Do
Rapid growth may be sapping energies.	Take it easy if he is in a period of rapid growth.
May be so completely discouraged he feels there is no use in trying.	If he has been continuously unsuccessful, find one small area in which he can succeed and start from that.
Would prefer to have family think he doesn't want to work rather than know he hasn't ability.	Is there anything he will work at? Start with that, so that he can get some thrill out of accomplishment.
Has been so overdirected that he is "allergic" to any demands.	Start with any spark of interest so that work is of value in itself and not because someone tells him to do it.
May be so preoccupied with family problems or his lack of acceptance by group that he cannot keep mind on work.	Further study with help of guidance consultant indicated.

Student Who Daydreams

Possible Causes	What the Teacher Can Do
May have unsatisfactory relationships and social adjustment.	Help him to find a working relationship with another child.

Preoccupied with personal or home life.	Make reality more satisfactory if possible. If not, seek help of guidance consultant.

Student Who Is Shy or Fearful

Possible Causes	What the Teacher Can Do
Overdominated by adults.	Help him in any small way to feel that he can do anything "under his own steam."
May be overanxious, apprehensive about making mistakes.	Do not criticize his smallest output. Help him feel free to make mistakes without censure.
Has been so criticized he is afraid to make a mistake or risk disapproval.	Encourage experimentation where there are no standards. Encourage him to trust his judgment.
Has been immobilized by fears.	Provide opportunity for him to express himself if he can hide behind a puppet stage or a mask. Consult with guidance worker.
Has met too many failures.	Arrange successful experiences.

Student Who Cheats

Possible Causes	What the Teacher Can Do
Work is too difficult.	Simplify work so as to assure success with reasonable effort.
Parent, teacher, or pupil standards are too high.	Adjust standards to realistic expectations.
Feels inadequate or insecure.	Give reassurance and affection. Minimize opportunities for cheating.

Student Who Lies

Possible Causes	What the Teacher Can Do
Has been humiliated or punished for behavior.	Avoid severely punitive consequences. Help pupil gain insight into cause and effect.

Attempts to build prestige.	Help him to gain recognition from adults and friends.
Has need for excitement and drama.	Provide more opportunities for excitement and adventure.
Tries to protect others.	Avoid placing child in situations where loyalties are in conflict.
Follows adult pattern of socially accepted "white lies."	Recognition of adult problem of clarifying ethics and realizing effect of example on children.

Quoted from:

A Handbook for Elementary School Counselors. Los Angeles City Schools, Division of Elementary Education, Guidance and Counseling Section.

Pupil-Teacher Conferences

One of the best ways a teacher can establish cooperative, mutually understanding relationships with students is through pupil conferences. Call them just that. The name sounds sophisticated and important, gives the student a feeling of being valued by the school and his teacher.

Before you have a parent-teacher conference, have one with the child. In such a conference, added items to discuss with parents may be noted, and the child's view of his relationship with his parents comes to light. If school work problems are gone over with the child in this session, some sources of confusion may suddenly be apparent which can be cleared right then and there.

In the security of the warm, relaxed attitude of the conference time, and the separation from making excuses or tattling, children's doubts and fears can be revealed. Trouble caused by a neighbor who pesters, fear of mistakes because of parent pressure, comparison to a more able sibling are examples.

Scheduling time for such conferences presents the only real problem involved and is well worth the effort to solve. The conferences need not be long, some may not last over five or ten minutes. Explaining the process to the children will allow time for such conferences to be spaced during study periods, teacher's conference period (with permission of any other teacher involved at this time in child's schedule), before or immediately after school.

Reference:

Moray, Joseph, "Pupil-Teacher Conferences." Guidance in the Elementary School, eds. Herman J. Peters and others. New York: The Macmillan Company, 1963.

Parent-Teacher Conferences

Effective communication with parents has three goals:

added insights for the teacher
help in understanding the child and his school program for the parent
a better chance of happiness and success for the child.

It must always be a two-way proposition. The teacher should not feel that he has all the answers. He must be convinced that parents represent a vast resource of knowledge and experience which can be useful in many ways. The teacher should choose his vocabulary carefully so that a person from another background of training can fully comprehend the message. And as in all communication, it should not be forgotten that visual clues are read as part of the message. Your facial expression, the warmth of the handshake, the angle of the body in listening are a few of the visual clues which will be read.

Reasons for poor communication which may allow a teacher to be more

understanding and better prepared to cope with them include:

parent's tendency to view teachers in light of past experiences (based on pleasant or unpleasant incidents in own schooling)

parent's view of change - often regarded suspiciously

parent's feeling that teachers resent parent interference or participation in school activities

parent's assumption that seeing a teacher is a sign of trouble

misunderstandings caused by events which have been misreported by a child, poor grades, or more basic ones arising out of background or cultural differences.

The best guarantee for adequate communication with parents is the frequent use of a variety of media. The individuality of the teacher and the situation will determine the selection, but suggestions are:

notes to parents
brief, handwritten ones relating a success of the child -
duplicated forms, hand signed, explaining activities happening in the classroom

telephone calls using
a voice with a "smile" in it -
an efficient manner -
relating a job well done, an accomplishment for the first time, etc.

arrangements for classroom visitation
no better way for parents to see beneath the surface of their child's behavior in relation to a group, his academic progress, some new educational methods in action

home visits
scheduled at the convenience of the parents -
preferably at a time when the father may participate also

group meetings
for a distinct purpose -
kept alive and interesting and as brief as practical

conferences
developmental - a sharing of information -
preventive - prior to what appears to be an impending crisis-
remedial - at the time of a crisis.

The parent-teacher conference lies at the heart of the counseling function for teachers. Suggestions which may result in a better conference include:

put parent at ease with a topic of mutual interest or an icebreaker of some sort

indicate a willingness to listen and then really listen

try to avoid getting angry or frightened - if parent does, encourage him to talk it through, try to find out the reasons behind his anger - do allow for face-saving

don't pass judgment on a student's behavior by labeling it "good" or "bad"

state the purpose for the conference

prepare well beforehand
try to have a place where interruptions will not distract

speak of the positive strengths of the child as well as the weaknesses even in a crisis situation

show the parents how to help in line with what the school is doing

always summarize at close - "are we agreed then that?"

keep some kind of a record of the visit.

Reference:

Hymes, James L. Jr., Effective Home-School Relations. New York: Appleton-Century-Crafts, Inc., 1957.

Peters, Herman J. and others, Guidance in Elementary Schools. Chicago, Illinois: Rand McNally & Company, 1965.

Home Visitation

Before going:

be familiar with the case - look up all the information available

find out names and status of other brothers and sisters in the same school

ask their teacher for information on them also.

Upon arriving:

explain purpose of visit

mention child's good points - mention sibling strengths also

consult the parents as an "authority" on their child - listen attentively

no matter what happens - do not become angry or upset - do not criticize or blame

give advice only in areas in which you are competent to give it - and then only "have you tried?" type of suggestions

avoid such labels as "lazy" in discussing a child.

What to look for:

nature of personal relationships between family members

the general emotional climate within the home

the economic status of the home

the attitudes of the parents toward the child.

What to ask about:

interests - dislikes - worries

responsibilities

study habits at home - play habits

neighborhood peer relationships

order of child's birth in relation to siblings

relative or adults other than the parents in the home

the parents' ambitions for the child

overprotection or underprotection by members of family

the developmental history of the youngster

physical history

daily schedule (does he stay up to watch television? have to go with parents who bowl? etc.).

Factors that contribute to emotional insecurity in children due to home conditions:

a parent rejecting or neglecting the child

a parent preference for one child

inconsistent parent behavior causing confusion

the use of withdrawal of affection by parents as means of punishment

desertion, divorce, or death.

Reference:

Peters, Herman J. and others, Guidance in Elementary Schools. Chicago, Illinois: Rand McNally & Company, 1965.

Notes on Interpretation of Tests

Unfortunate consequences can result from failure to recognize that academic performance is what really counts, and that any time the achievement test score does not bear this out, it is the test score to be questioned. A child should never be retained or promoted solely on the basis of test scores. Because of tension, fear, and other related factors, some children never do well on tests. One child who never did well on aptitude tests went on to win a Rhodes Scholarship!

Identification of human abilities is not easy. Tests can be helpful, but their results only provide another facet in the whole picture. There are qualities which mean a great deal to human success which cannot yet be tested. Academically gifted children versus creative children in feats of performance found the creative children consistently ahead although the IQ scores were evenly matched.

Achievement tests are often not used to improve teaching itself, and yet improvement of teaching is the best reason for testing. A good picture for this purpose is an item analysis of the test answers correctly answered, an analysis which is seldom made. A teacher can graph the class subject and sub-subject results, however, and then teach to the weakness involved if the teacher is willing to look for all the possible reasons for such weakness, even to admitting that the present method of teaching may not be the most adequate for the job.

Schools can overtest to the extent that they teach for good scores at a sacrifice of teaching for living. Whenever this happens, the purpose for testing has been defeated.

"An educational testing program has value only to the extent that the results contribute to the improvement of classroom teaching, to more effective supervisory practices, and to the better educational guidance of the pupil." So begins the manual* to accompany the Iowa Tests of Basic Skills which Edinburg uses. It goes on to say:

> As a result of their experience with the traditional examination, many teachers consider that a test is of proper difficulty when pupils who, they feel, are doing "satisfactory" work are able to respond correctly to at least 70 or 75 per cent of the test items. Again, many teachers look upon each item in a well-constructed test as measuring something which all, or at least a large majority, of their pupils should know or be able to do. When applied to tests of the type represented by the Iowa Tests of Basic Skills, these notions are serious misconceptions. Because of them, many teachers are likely to be discouraged by the performance of their pupils on the test, or else are likely to condemn the tests as unduly difficult. There is a further danger that, in their zeal to have their pupils show up better on future tests of this type, teachers laboring under such misconceptions will resort to undesirable teaching practices.
>
> If John Anderson, a sixth-grader, can now read as well as or better than the average ninth-grader, his teacher should know that fact and should consider it in adapting instruction to his

ability, particularly in individualized assignments. If Charles Stone, in the seventh grade, is not capable of interpreting the simplest statistical graph, or can use the dictionary no better than the average fourth-grader, his teacher should know about these deficiencies and provide instruction to correct them. If Frank Jones, in the eighth grade, shows an unusual aptitude for arithmetic and is capable of a level of work far beyond that which may reasonably be expected of the typical eighth-grade pupil, that fact should be known and considered in instruction, as should similar facts for pupils who are seriously retarded in their development of the same skills. Instruction cannot be effectively individualized, nor can adequate educational guidance be provided, until such information about each pupil is available in dependable form.

It is precisely this type of information that the Iowa Tests of Basic Skills are primarily intended to yield. One of their major purposes is to describe, reliably and in objective terms, how far each pupil has progressed (not how far he should have progressed) in his development of each of the skills tested. If they serve this purpose, the tests will also show, of course, how far groups or classes of pupils have progressed (but again this does not mean that they will indicate how far any class or grade should have progressed or what specific skills the pupils should have mastered at the end of any given grade).

In the first place, these tests are directly concerned only with certain basic skills and abilities, and are not intended to measure total achievement in any given subject or grade.

In the second place, it should be recognized that the performance of a class of pupils upon tests of this type is conditioned by a great many factors. The instructional effectiveness of the teacher is only one of these many factors. Among the other factors are: the intelligence or learning ability of the pupils, their past educational history, the quality and adequacy of the instructional materials with which the teacher has to work, the out-of-school environment of the pupils, the number of absences during the term, the general morale of the whole school system, the physical equipment of the school plant, etc.

When intelligently used in combination with other important types of information, the results obtained from these tests should prove very valuable in the appraisal of instruction. Unless thus used in combination with other facts, however, they may do serious injustice to many teachers.

Reference:

Lendquist, E. F. and A. N. Hieronymus, Iowa Tests of Basic Skills Manual. Boston: Houghton-Mifflin Company, 1964.

Dr. C. G. Gray, Regional Director of Science Research Associates, Inc., says: "Few people really know what to do with test results. Most of the tests given don't really need to be given. Unless the test results change what Mrs. Jones is doing for Betty, the test is wasted."

Dr. Gray points out five basic purposes for giving standardized tests:

for identification of individual pupil differences

for educational and vocational guidance and counseling with students

for reporting and counseling with parents and providing information for community relations

for curriculum evaluation

for planning instruction.

The ways in which the teacher may use test results to measure these objectives include:

to help determine the mental ability and capacity of each child

to help determine each pupil's present achievement level

to compare achievement and ability

to group students within the class

to assist students with immediate educational and vocational choices

to help parents in understanding ability and progress of students

to know which curriculum areas need more or less emphasis

to observe pupil and class progress

to compare each student with class, local, national, or other norm groups

to evaluate outcomes of curricular or instructional experiments

to help determine reasons for lack of student progress

to better understand the nature and range of individual differences in a class

to help estimate the individual pupil's probable level of achievement

to help students set educational goals, both short and long range

to plan specific curriculum areas for emphasis.

Dr. Gray maintains that the main job of a test is to point out the differences in children, and using only composite scores robs us of that information. Every item on a test is put there to test a specific skill and we need to know how children score on these individual items.

Teachers also need to relate achievement to ability. The most efficient learners are in the lower 25 per cent. We threaten them until they are scared not to achieve. They will never be up to grade level - by nature of the way tests are made, 50 per cent will never be! We have to look at what has happened to the child from the day he was born because this discrimination is built into the tests. The "loafers" are in the top 25 per cent and the ones most often neglected in our classrooms.

Suggestions for Children Taking Tests

When a child is taking a standardized test, he should keep the following ideas in mind:

answer all the easy questions first

read and follow the directions exactly

be alert for shortcuts in logical or mathematical questions

make a carefully reasoned guess if not sure of the answer

check the answers in any time that remains.

Reference:

Hawes, Gene R., Your Child and Testing. National Education Association publication, 1967.

How To Tell Parents about Test Results

Parents are extremely interested in testing these days and are entitled to information related to their child's progress in school.

The information given to parents should be:

understandable

dependable

valid for the purpose in mind

reported in a parent-teacher or parent-counselor conference

reported in terms of a simple scale broadly based (some means of interpretation appear to be more precise than they actually are).

Grade equivalents are more useful in determining how a group of children compare with the national average performance than in interpreting scores to parents. Such ratings have been known to cause parents to believe that their children are able to work at a grade level higher than the one in which they are enrolled - which may be entirely incorrect. He may have earned the points by answering all the items below his grade level accurately whereas the average child has missed several of these questions. The grade equivalent score simply means that he has earned a score equal to the average score earned by children in that particular grade. Moreover, grade equivalent scores are not uniform in meaning from low to high grades. To be a year below norm at Grade 3 may indicate a real disability, but to be a year below norm at Grade 8 may be within the chance limits, in which case the discrepancy may be eliminated or even reversed on another test.

Scores should be interpreted to parents in broad categories of above

and below average, or the child can be said to have responded "like a child who" with examples given. It is considered quite permissible to inform a parent that his child did "very well" on the test, ranking in the top 25 per cent, or that he did so poorly on the test that it is evident that more work is needed in the area tested. The explanation of the scores should always accompany <u>any</u> information given to parents, and be followed by suggestions of ways in which they can help to meet their child's needs. The amount or type of suggestions will depend on the parent in question, varying in format from general considerations of providing a place for home study to specifics of remedial procedures.

Part III
Resource Materials
Available From Guidance Office

Bibliotherapy

Books dealing with human relations for teachers to use with children in the first three grades

Adam, Barbara. WHO'S JENNY?
One morning Jenny woke up and decided she wasn't going to be Jenny at all. All day she was lots of different funny things. Then she met a little boy who liked to play her make-believe game too, and could almost out-pretend her.

Aldis, Dorothy. DUMB STUPID DAVID
To his big brother, David did nothing right. In Dorothy Aldis' verse, the two boys accompany their mother downtown. When the day is over, they arrive home, and David surprises them all. Just maybe he isn't dumb stupid David after all.

Amoss, Berthe. IT'S NOT YOUR BIRTHDAY
"Once there was a big brother who had a birthday and a little brother who didn't." The little brother cried. "Make a list of what you want for your birthday," said the big brother. And the resulting demands will delight younger brothers and sisters.

Andersen, Hans Christian. THE STEADFAST TIN SOLDIER
.A favorite among Hans Andersen's stories is the story of the adventures of a tin soldier with only one leg, and of his love for the little dancer.

Anderson, C. W. LONESOME LITTLE COLT
Though Tommy and Mary gave him extra attention and love, the little orphan colt was still very lonesome. But Daddy thought of just the right thing to do.

Anglund, Joan Walsh. A FRIEND IS SOMEONE WHO LIKES YOU
This book demonstrates for small children some of the many happy surprises just waiting to be discovered in the world around them.

Anglund, Joan Walsh. LOOK OUT THE WINDOW
Mrs. Anglund interprets to a small child the busy, complex world around him and shows him how his own small world and the important things in it - his house, his parents, and himself - have their own very special place.

Anglund, Joan Walsh. LOVE IS A SPECIAL WAY OF FEELING
That love is, indeed, "a special way of feeling" is revealed in words and in pictures.

Banet, Doris. FLICKER, THE DISCONTENTED FIREFLY
This is the story of a shy, discontented firefly which leaves home in search of happiness, only in the end to find it in his own home.

Banet, Doris. TINY, THE TEENY TURTLE
Tiny learns to overcome his small size.

Bannon, Laura. THE OTHER SIDE OF THE WORLD
The child of the East and the child of the West are acquainted through the universal language of pictures.

Beim, Jerrold. THE SMALLEST BOY IN THE CLASS
Tiny, the smallest boy in the class, felt he had to show off because the others were bigger than he was. Then something happened to show all the children that stature is not always measured in feet and inches.

Bishop, Grace. PRISSY MISSES
Eight little girls, each a bit naughty. Frances dawdled about taking her naps and became cross. Soon everyone called her Foolish Frances. The other little girls lost their pretty names, too, until they discovered how nice it is to be nice!

Bonsall, Crosby. WHO'S A PEST?
Even though his sisters insist on it, Homer refuses to believe he is a pest, even when a lizard, a rabbit, and a chipmunk agree with his sisters. Then an unidentified someone calls for help, and the so-called pest proves his worth.

Borten, Helen. DO YOU HEAR WHAT I HEAR?
Different kinds of sounds make you feel different ways. Wherever you go, you'll hear them. If you hear what I hear, you'll listen to them all and enjoy them.

Borten, Helen. DO YOU SEE WHAT I SEE?
Everything has color, lines, and shape. The whole world is like a painting, all to enjoy. Do you see?

Bourne, Miriam Anne. EMILIO'S SUMMER DAY
What can a city boy like Emilio do for fun on a scorching day in midsummer?

Brown, Margaret. THE DEAD BIRD
Children wonder about death. These four children find a dead bird and bury it.

Carter, Katherine J. WILLIE WADDLE
Tolerance for those who are different is the moral of this story of a little chicken whose over-sized feet enable him to rescue the other chicks during a storm.

Chase, Francine. A VISIT TO THE HOSPITAL
Each year, thousands of children all over America enter hospitals for operations, usually for the removal of tonsils and adenoids. Whatever it is for, the emotional preparation of the child is most important. A little time in preparation can add to the immediate and future security of children who are about to make their first visit to the hospital, which is the purpose of this book.

Cole, William and Tom Ungerer. FRANCES FACE-MAKER
A face-making game has possibilities for releasing emotions.

Craig, M. Jean. WHAT DID YOU DREAM?
A good way to get started on children's dreams is this book. Dreams are a part of the life of young children and can help one know children better.

Crout, George. THE SEVEN LIVES OF JOHNNY B. FREE
The basic economics of free enterprise are told here in narrative form.

d'Aulaire, Ingri and Edgar P. NILS
What do you do when others laugh at you? This story shows deep understanding of the problems of a boy going to school who must learn to stand on his own two feet.

DeWitt, Johanna. THE LITTLEST REINDEER
The littlest reindeer cried and would not go south with the other reindeer because he had no antlers. The snowbird tells him to be patient and he will have antlers, but the reindeer cries until spring when his antlers grow in.

Duncan, Lois. GIVING AWAY SUZANNE
Mary Kay had a little sister named Suzanne. One day after Suzanne managed to ruin every one of her favorite play plans, Mary Kay decided the only answer was to give her small sister away.

Ericsson, Mary. ABOUT GLASSES FOR GLADYS
The boys tease Gladys about "writing with her nose." Then she gets her eyes checked and glasses prescribed. The story gives a simple description of eye doctors and glasses care.

Felt, Sue. ROSA-TOO-LITTLE
Rosa was too little to do just about anything. But the saddest thing of all to Rosa was that she was too little to join the library. So, Rosa and her mother made a secret plan, and all through the summer, Rosa worked on the plan.

Fraelich, Richard O. GRETCHEN, HIT THE BALL
The boys make fun of Gretchen because she can't hit the ball. In the end she triumphs.

Frankel, Bernice. HALF-AS-BIG AND THE TIGER
In the forest there lived three deer who were brothers. The youngest was only half-as-big as his brothers. One day a tiger came. Half-As-Big was as terrified as his brothers, but he did some quick thinking and earned a new name from his brothers.

Gaeddert, Lou Ann. NOISY NANCY NORRIS
One day, Nancy thumped and bumped and wailed like a fire siren and hopped like a kangaroo and clumped like an elephant once too often.

Garrett, Helen. ANGELO, THE NAUGHTY ONE
The story tells how Angelo, the Naughty One, who did not like to take a bath, became Angelo, the Pride of the Family.

Gibson, Myra T. WHAT IS YOUR FAVORITE THING TO TOUCH?
In verse, this book tells all the different things a little girl likes to touch, but her favorite is the feeling of love which she can't really touch.

Graham, Helen. LITTLE DON PEDRO
Called "fraidy cat" by the bigger boys, Pedro proves he is quite the opposite when he saves his baby sister from a fierce bull.

Green, Mary. IS IT HARD? IS IT EASY?
Four friends are compared by what is easy or hard for each to do.

Haas, Dorothy. MARIA, EVERYBODY HAS A NAME
Maria wouldn't talk. The children at school tried to help when the teacher told them that Maria's words were different from theirs. Finally, it was Mr. Elefantopoulos who got Maria to begin talking.

Hamberger, John. THE PEACODK WHO LOST HIS TAIL
The vain peacock who thought he was better than the other creatures learns a painful but useful lesson.

Handforth, Thomas. MEI LI
Three lucky pennies and three lucky marbles, surely that would be treasure enough to get to the New Year Fair in the city. And so Mei Li took her lucky treasures and went to the New Year Fair with her brother.

Hans, Marcie. HOW MANY 'ERS' ARE YOU?
Are you a giggler? A wiggler? A fusser or musser? Just how many "ers" are you?

Hill Elizabeth. EVAN'S CORNER
More than anything else, Evan longs for a place of his own in the two-room flat he lives in with his family of eight. With his mother's help, he learns not only what his own corner of the flat needs, but what <u>he</u> needs, too.

Holland, Joyce. FIRST DAY AT SCHOOL
David is fearful of facing new faces and places without his mother. He learns how to depend upon himself the first day of school.

Holland, Joyce. GERTIE GROUNDHOG
Gertie is a small groundhog that is afraid of her own shadow. She learns that when she faces her fears and problems, they often dissolve into mere shadows.

Holland, Joyce. MANDY MONKEY AND THE COCONUTS
Mandy is an attractive but selfish little monkey who learns that "all the fun of having is sharing."

Holland, Joyce. PATTY, THE PORPOISE
Patty, the young porpoise, sees no reason for rules. After a series of mishaps which occur everytime she breaks a rule, she learns to obey.

Holland, Joyce. PORTER, THE POUTING PIGEON
How Porter learns not to pout is a valuable lesson.

Holland, Joyce. TIMMY, THE TIMID TURTLE
Shy and daydreaming Timmy, the turtle, learns how to think of others and less about himself.

Howard, Matthew. NANCY AND THE UNHAPPY LION
Written in verse, the book tells how Nancy is disappointed at the lion's unhappiness at the zoo, and proceeds to discover the cause.

Horvath, Betty. JASPER MAKES MUSIC
Jasper, a young Negro boy, wants a guitar to make music. He finds a shovel in the cellar and waits for the first snowfall. When the snow comes, Jasper shovels snow for his neighbors to earn money for the guitar.

Janeway, Elizabeth. ANGRY KATE
In verse, this is an improbable story about a frenetically angry little girl who lived long ago and very far away. The illustrations catch the spoofing spirit of the book.

Joslin, Sesyle. WHAT DO YOU DO, DEAR?
The book offers solutions to questions of etiquette such as, "You have just taken a great mouthful of pudding when into the dining room rides a handsome prince on a white horse, who asks you to marry him. What do you do, dear? Swallow what you are eating before you speak."

Keats, Ezra Jack. JENNIE'S HAT
Jennie can hardly wait for her new hat, but when the box comes, there is only a plain hat inside. Jennie's disappointment is changed into a wondrous surprise by her friends, the birds.

Kennedy, Mary. COME AND SEE ME
One small child asks another to come into a garden and play. The invitation is filled with special secret things.

Kessler, Leonard. HERE COMES THE STRIKEOUT
Every time Bobby came up to bat the other team yelled, "Here comes the strikeout!" He never hit the ball. Bobby practiced every day, and every day he got a little better.

Kirn, Ann. TWO PESOS FOR CATALINA
Catalina, who lived in a little village in Old Mexico, had two pesos to spend for the first time in her life.

Klimowicz, Barbara. FRED, FRED, USE YOUR HEAD
Freddy Bittle always needed help with everything. Then Mother Bittle announced that Freddy would learn that very day to do something for himself. "Use your head," she told him.

Knutsson, Gosta. PIGGE LUNKE
Pigge Lunke is a hedgehog, and when he decides to make his home in the broken-down house on Round Forest Farm, the other animals are indignant. Soon they realize that he is very clever.

Draus, Robert. AMANDA REMEMBERS
This is the story of a little girl who loses a beloved doll and a toy dog and of how she relives the adventures they shared - the happy and the sad times - and of what happens then, after Amanda remembers.

Laird, Jean. LOST IN THE DEPARTMENT STORE
Timothy Jeremy Bunkelkamp gets lost in a big department store while buying a birthday gift for Mother.

Leaf, Munro. BOO, WHO USED TO BE SCARED OF THE DARK
Just about the only thing Boo wasn't scared of was his cat Alexander, who finally convinced Boo how silly it was to be scared.

Leaf, Munro. ROBERT FRANCIS WEATHERBEE
Robert Francis Weatherbee wouldn't go to school. The results of his folly and the weakness of the position in which he later finds himself are presented in a manner to plant in the reader a positive eagerness for school-going and a clear grasp of its advantages.

Liang, Yen. TOMMY AND DEE-DEE
That differences of environment do not mean that people are not basically the same is the lesson to be learned from this story.

Lord, Beman. BATS AND BALLS
When Bob learns to face his fears the battle is half won, and he is able to play baseball without succumbing to the fear of injury.

MacDonald, Golden. LITTLE LOST LAMB
Late at night after he had taken his flock back to the safe valley, the boy shepherd and his dog went back up the treacherous mountainside to look for a little lost lamb. This is a story of courage and a sense of responsibilty.

MacDonald, Golden and Leonard Weisgard. THE LITTLE ISLAND
This book is about how it was on the little island, how the seasons and the storm and the day and night changed it, how different animals lived on it, and what the kitten who came to visit found out about it.

McCloskey, Robert. LENTIL
Lentil couldn't sing a note; he couldn't even whistle. He saved up his money and bought a harmonica, and the book tells how Lentil and his harmonica rose to a great emergency.

Mandell, Muriel. JONATHAN'S SPARROW
Jonathan was feeling very lonely that summer day when he found a motherless baby sparrow. During the summer, the bird grew and at last, sadly, Jonathan knew what he must do. Had he grown up enough, too, to open the cage and set the bird free?

Marisa. ONE DAY MEANS A LOT
One day means a lot in Marisa's life. Marisa is only four years old, but she tells her thoughts to her mother, who writes the little poems down.

Martin, Patricia. THE LUCKY PORCUPINE
Mr. Patchett is lonely. Mrs. O'Leary likes apple pie, but a whole one is too much for just her. One day the lonely, hungry porcupine that lives under Mrs. O'Leary's house is lucky. He, Mr. Patchett, and Mrs. O'Leary each have two new friends.

Mitgutsch, Ali. PERDO'S SOMBRERO
Pedro sits in a tree and dreams of far-away lands and of becoming a famous man. He finds a huge sombrero that leads him into adventures, and he realizes some of his dreams.

Ness, Evaline. EXACTLY ALIKE
Because her four freckled brothers looked <u>exactly alike</u>, Elizabeth could never tell who was who. Then a wise friend came to her rescue. "No two living things are exactly alike," he said. In solving the problem, Elizabeth makes a far more exciting discovery.

Ness, Evaline. JOSEFINA FEBRUARY
Josefina was going to the market place alone to buy her grandfather a wonderful birthday present. Before the day was over, the little Haitian girl had to choose whether a present or a pet baby burro for herself was more important.

Ness, Evaline. SAM, BANGS, AND MOONSHINE
Samantha dreams rich and lovely dreams - moonshine, her father says. One day she sends little Thomas to Blue Rock, far out in the harbor where, she claims, her pet kangaroo has gone. When a sudden storm brings near disaster to Thomas and her cat Bangs, Sam repentantly draws a permanent line between moonshine and reality.

Olds, Helen. THE SILVER BUTTON
Stevie liked going to school until Mother told him he had to walk home alone. To help him, his sister gave him a special button to give him courage. In the end Stevie finds out that courage really comes from himself.

O'Neill, Mary. HAILSTONES AND HALIBUT BONES
Mary O'Neill explores the spectrum in twelve poems about different colors, from the show-off shout of red to the quiet white of a pair of whispers talking.

Parsons, Virginia. RAIN
Here is the story of what happens to trees, flowers, small creatures in the forest, ships at sea, and little people when rain falls.

Rand, Ann and Paul. LITTLE 1
You can't have much fun when you're only one, alone! That's what Little 1 decided. At last, a bright red hoop rolled by, a perfect zero, and Little 1 had a playmate.

Reinecke, Esther. TIM AND THE GREEN-EYED MONSTER
Tim wanted a bike more than anything else, so he sold night crawlers to earn the money. When disaster struck, he was faced with the choice of "getting even" with his tormentor or rising above the disaster.

Reinecke, Esther. TIM AND THE LUCKY STRAW
Neither Tim nor his two cousins want to be ringbearer at Aunt Grace's wedding, so they draw straws. Tim is "it." He meets the problem and succeeding ones with good grace.

Reinecke, Esther. TIM LISTENS AND LEARNS
Tim gets into all kinds of trouble because he fails to listen to directions and doesn't wish to be disciplined. He changes only after several trying experiences.

Riley, Jane. THE LITTLE SEAL WITH MEAL APPEAL
Suki was a fat little seal that would rather sit in the sun than eat and play. When danger threatens the colony he saves the day and learns to be sociable.

Ritchie, Barbara. RAMON MAKES A TRADE
Ramon trades a bowl he made for a serape for his father, for a talking parakeet for himself, and got a ride on the merry-go-round, too. The book concerns solving problems.

Russell, Solveig. INDIAN BIG AND INDIAN LITTLE
Indian Big and Indian Little decide that the only way to find out whether it is better to be big or little is to ask the Old Wise Man. They discover that it is sometimes good to be big and sometimes good to be small, and neither is really better.

Sandberg, Harold. PINKY, THE UNHAPPY CRANE
The story is about a flamingo which grew up in a family of cranes and was unhappy because he was so different.

Selsam, Millicent. YOU AND THE WORLD AROUND YOU
Describing nature, the author stimulates the child to observe the world and to learn about himself, too, because he is the only growing animal who can think and talk!

Slobodkin, Louis. ONE IS GOOD BUT TWO ARE BETTER
It takes two to play store, two to play ball, two to play hide-and-seek. This introduction to the companionship of sharing work and play will open a child's eyes to the joys and rewards of friends as well as brothers and sisters.

Stearns, David and Sharon. LEANDER THE GANDER
Leander decided to "wish" his long neck on the other barnyard animals to impress them. The reaction of the animals to the "wish" soon made Leander satisfied with his own simple life.

Steinberg, Phillip. GEORGE, THE DISCONTENTED GIRAFFE
George, the young giraffe, is unhappy because he cannot reach the fruit still in the trees. In the end he manages to stretch his neck to get the fruit.

Stevens, Carla. RABBIT AND SKUNK AND THE BIG FIGHT
Who wins the big fight is never clear. Who loses, though, is clearly Rabbit. His feeling, which many children may share with him, is that "paying back" and "getting even" are sometimes silly, pointless ideas.

Surany, Anico. A JUNGLE JUMBLE
This is the story of how a chief of the animals was chosen. What is required for leadership?

Udry, Janice May. LET'S BE ENEMIES
A friend who always wants to be the boss, a friend who takes all the crayons - this friend is an enemy. These were John's feelings as he went to James' house to tell him so. But the force of habit is strong, and by the time John told James you could hardly tell an enemy from a friend.

Udry, Janice May. THE MEAN MOUSE AND OTHER MEAN STORIES
Here are funny stories about a mean mouse, a mean rabbit, a mean bird, and lots of mean witches. Of course, all of them eventually receive, as is only right, their deserved comeuppances.

Vasiliu, Mercea. DO YOU REMEMBER?
A boy on his seventh birthday remembers other birthdays, holidays, the first day in school, his best friend, and other events in his life.

Vogel, Ilse-Margret. THE DON'T BE SCARED BOOK
Who's scared? Everybody! But - DON'T BE SCARED! There's a remedy for everything.

Waber, Bernard. RICH CAT, POOR CAT
Some cats have their own special towel, blanket, dish or chair, but there wasn't anything special in Scat's life. Most cats are somebody's cat. Scat is nobody's cat, until one day.

Ward, Nanda and Bob Haynes. THE ELEPHONT THAT GA-LUMPHED
Tajal couldn't pick up his Indian-Elephant-Feet gently and put them down quietly like other elephants did. He GA-LUMPHED until finally he met a big tiger who chased him right into the Maharaja's parade. Then Tajal learned the hard way NOT to Ga-Lumph.

Witty, Dr. Paul. THE TRUE BOOK OF FREEDOM AND OUR U. S. FAMILY
Bears, prairie dogs, or humans - every family needs food, shelter, and protection from its enemies. Our big U. S. family has these, but more. Dr. Witty brings youngest readers toward an initial understanding of what freedom is in our democratic U. S. family.

Yashima, Taro. UMBRELLA
The rain did not stop all day, and it was a wonderful day for Momo because she found that she was grown-up enough to do something she had never done before.

Zolotow, Charlotte. BIG BROTHER
Big brother always teased little sister to make her cry. One day she was busy and did not cry and big brother got tired of teasing her and instead sat down and colored pictures with her.

Zolotow, Charlotte. BIG SISTER AND LITTLE SISTER
Big sister always took care of little sister; she always did everything! There wasn't anything she couldn't do! One day little sister wanted to be all alone and hid. Then she sees big sister cry, and she comforts her just like big sister always comforted her.

Zolotow, Charlotte. IF IT WEREN'T FOR YOU
"If it weren't for you, I'd be the only child." This is the way it begins - an older brother's speculation on how glorious it would be not to have to share everything.

Zolotow, Charlotte. I WANT TO BE LITTLE
The little girl in this book likes to cry when she's sad and turn summersaults when she's glad. Grown-ups don't do such things - and she is not ready to give them up yet.

Materials to enrich the child's understanding of the world around him

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Anderson, Edna et al. FAMILIES AND THEIR NEEDS

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Bamman, Henry et al. ON DAYS WE LIKE

Bamman, Henry et al. ON OUR WAY

Bamman, Henry et al. ON WINTER DAYS

Barr, Jene. WHAT CAN MONEY DO?

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Jackson, Kathryn. PETS AROUND THE WORLD

Jackson, Kathryn and Frederick Becker. WORK AROUND THE WORLD

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And they want to listen
And don't tell us to go away
And be quiet.

Love comes quietly
But you know when it is there
Because, suddenly----
You are not alone anymore----
And there is no sadness
Inside you.

Joan Walsh Anglund

He who knows nothing, loves nothing. He who can do nothing, understands nothing. He who understands nothing is worthless. But he who understands also loves, notices, sees...The more knowledge is inherent in a thing, the greater the love...Anyone who imagines that all fruits ripen at the same time as the strawberries knows nothing about grapes.

Paracelsus